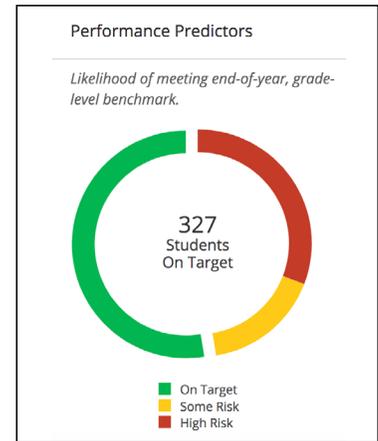


How Performance Predictors Work

What are Performance Predictors?

Performance Predictors are a key measurement of a PK-5th grade student's monthly performance in the Lexia® Core5® Reading program (Core5). This Predictor is based on a student's performance in Core5 for the past month and indicates the student's likelihood of reaching their end-of-year, grade-level benchmark in Core5 (i.e., completion of all program levels corresponding to a student's grade). It can be interpreted like this: "If this student continues to work at the same pace for the same amount of time as the past month, his or her chance of meeting end-of-year benchmark is X%."

Contact: Lexia Support Team
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What do Performance Predictors look like in myLexia reports?

Predictors are grouped into three risk levels.

- On Target (Green): Student has a 80–100% chance of reaching the end-of-year benchmark for his or her grade level. A student with 100% has already reached their grade-level benchmark.
- Some Risk (Yellow): Student has a 31–79% chance of reaching their end-of-year, grade-level benchmark.
- High Risk (Red): Student has a 1–30% chance of reaching their end-of-year, grade-level benchmark.

See the [Core5 Scope and Sequence](#) to understand how program levels relate to grade-level benchmarks.

How do Performance Predictors affect Usage Targets?

Based on their current month's Predictor, each student receives a weekly usage target. This target is the number of minutes that the student needs to complete each week, to increase the probability that they will reach the end-of-year benchmark for their grade level. Usage targets range from 15-60 minutes per week for PK students and from 20-80 minutes per week for students in grades K-5.

How are Performance Predictors calculated?

Predictors are calculated on the first of each month, and are based on multiple factors, such as the student's place in Core5, progress, and usage within the past month. This set of factors results in a probability that a student will complete the last level of content associated with their grade level by the end of the school year. It's important to keep in mind that a probability only indicates how likely an event is to occur, but does not guarantee a particular outcome. For instance, a "high risk" Predictor does not mean that the student is definitely not going to reach benchmark, especially if they demonstrate strong usage in future months. We studied data from a norm group of representative students for each grade level to calculate which factors provide the most predictive information for reaching end-of-year benchmark per grade and month. Because of this, there is some variation in the way each month's Predictors are calculated, depending on the student's grade and the current month.

How do Performance Predictors relate to commonly-used, established assessments of reading ability?

Beginning-of-Year and Middle-of-Year Performance Predictors are significantly correlated with performance on four other assessments: Acadience™ Reading (formerly DIBELS® Next), aimsweb®, MAP®, and STAR®. These results suggest that Performance Predictor risk levels are consistent with these assessments' risk labels (e.g., On Target students are likely to be At/Above Benchmark or Tier 1). In addition, the vast majority of students who were On Target in Core5 at the beginning or middle of the school year also reached proficiency on the PARCC and SBAC assessments at the end of the school year.

What factors influence whether Performance Predictors change over the school year?

On Target students are likely to remain On Target. Students with a faster rate of progress are likely to have a higher Performance Predictor than those with a slower rate of progress, even if they are on the same Core5 level. Some Risk and High Risk students who work intensively in Core5 and who are provided with real-time offline support (such as using Lexia's Instructional Materials) are likely to improve their risk level.

My student's Predictor changed significantly from one month to the next - why could that be?

The factors that matter most in the Predictor calculation change over the course of the school year. For example, as the school year progresses, a student's relative place in the program (i.e., their distance from their grade-level benchmark) becomes more heavily weighted in the Predictor calculation, because there is less time left in the year to close the gap to their grade-level benchmark. In some cases, this may mean that even students who have good usage can see a drop in their Predictor as the end of the school year approaches. Consequently, these students may benefit from some additional time on the program to ensure that they will make it to their grade-level benchmark by the end of the year. If you have concerns about a student's Predictor, please keep in mind that Predictors are purposely conservative. They are designed to maximize the chance that students will be able to reach their benchmark by assigning them the usage minutes they need.

My student's Predictor is red - does that mean they are doing poorly in the program?

No. Many students who start the year with High or Some Risk Predictors make it to their grade-level benchmark by the end of the year. However, some students who begin in content far below their grade level may make substantial gains in the program, but still have High Risk (red) Predictors, because they are not able to fully close the gap in the course of one school year. Despite the probability that they may not reach benchmark by the end of the school year, these students still may have made a significant amount of progress. In other words, Predictors are not synonymous with progress or success in Core5; rather, they serve as helpful guidelines for predicting which students will make their end-of-year, grade-level benchmarks. These guidelines allow you to adjust the intensity for students who may need extra program time and offline support on their way to reaching benchmark. In addition to Predictors, it is important to look at multiple factors included in the Class and Student reports (e.g., usage, units gained, progress, etc.) to get a comprehensive picture of how much a student has progressed throughout the year.

Why didn't my student get a Predictor last month?

In order to receive a Performance Predictor, students must use the program during the prior month. If students have only started using the program within the current month, if their grade level assignment was reset, or if their placement was manually adjusted, they will receive a Predictor after the first of the following month.

If you have any additional questions, please contact your Implementation Manager or the Lexia Support team at support@lexialearning.com or (800) 435-3942.